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ABSTRACT

The use of audio cassettes in external studies in Australia was studied. External students enrolled in four courses at Murdoch and Deaken Universities, were surveyed by mailed questionnaire to ascertain how they use audio cassettes provided as part of their course materials. Murdoch University respondents allowed comparisons to be made between usage when tapes were deemed essential in contrast to their being provided as enrichment only. Deakin respondents included both internal and external students but the response rate for internal students was too low to allow valid comparisons to be made. In addition, discussions were held with staff involved in coordinating the courses to determine the purpose of the cassettes and the use they expected to be made of them. The results generally showed that audio cassettes were highly valued by students and listened to seriously whether they were deemed essential or only for enrichment. Many students listened to tapes more than once, took notes, and used them in preparation for assignments or examination revision. The motivating value of audio cassettes and their value in reducing feelings of isolation was emphasized by a substantial number of students. While most students stopped the 45-minute tapes only once or twice or not at all, a large majority of the respondents stopped tapes at least several times to replay sections. Many external students listened to tapes more than once, more than 70 percent listened to tapes while undertaking some routine chore, and 77 percent usually listened to tapes when they could isolate themselves. It is recommended that more guidance be given to students to improve their skills in using tapes effectively and that training programs be offered to develop the skills of staff in producing audio programs. A questionnaire is appended. (SW)

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Audio Cassettes in External Studies

R. J. McDonald and J. E. Gough

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Report of a study of the use that external students make of audio cassettes, supported by the Education Research and Development Committee.

June 1980

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Abstract

External studies in Australia is expanding rapidly with more institutions entering the field, significantly increasing enrolments and the development of more sophisticated learning materials including audio, video and printed materials. This pilot study is concerned with the use of audio cassettes in external studies.

External students enrolled in four courses at Murdoch and Deakin University, were surveyed by mailed questionnaire to ascertain how they use audio cassettes provided as part of their course materials. Murdoch respondents allowed comparisons to be made between usage when tapes were deemed essential in contrast to their being provided as enrichment only. Deakin respondents included both internal and external students but the response rate for internal students was too low to allow valid comparisons to be made.

The results generally showed that audio cassettes were highly valued by students and listened to seriously whether they were deemed essential or only for enrichment. Many students listened to tapes more than once, took notes and used them in preparation for assignments or examination revision. The motivating value of audio cassettes and their value in reducing feelings of isolation was emphasised by a substantial number of students. Suggestions were made by respondents for improving the quality and usefulness of audio cassettes.

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1. INTRODUCTION

Until recently the teaching of Australian external students at the post-secondary level was carried out by only a few institutions in a fairly traditional manner. This is no longer true; many more institutions have entered this field and the variety of teaching materials has increased considerably.

In particular, teachers in higher education are making more and more use of audio cassettes when teaching external students; many tens of thousands of cassettes are now being used in this way in Australia each year.

Earlier studies of the use students make of audio material have been largely concerned either with tapes as an alternative to other modes of teaching for on-campus students, or with the use that external students make of radio broadcasts. There are several studies of developments using audio tapes to assist on-campus teaching (for example, Fletcher and Watson 1968, Gore and Rayner 1972, Beard, Bligh and Harding 1978, and Brewer 1977), and some research has been carried out into the effectiveness of presentation of material by audio tape (see for example, Flood Page 1976) and a comparison between taped and live lectures in certain situations (Ackers & Oosthoeck 1972, Snyder et al, 1968).

In the case of teaching methods used with students studying externally, the need for investigations into the way they use learning materials is even more vital than for internal students as there are relatively few opportunities for informal feedback to the teaching staff. In the absence of detailed information on the use that external students make of audio cassettes, it is possible that they may not be used as the highly effective learning resource that they can be, or indeed, used at all.

There has so far been little research on the use that external students make of audio material, except for research at The Open University into student use of radio broadcasts (see for example, Gallagher 1978) which is of limited relevance because of the differences between taped materials and broadcasts. However more recent research at the Open University has investigated what is referred to as radio vision and audio vision and the results of this research will be of relevance to those using audio cassettes. A recent exploratory paper (McDonald & Knights 1979) has reported on certain aspects of students' use of taped mater-

ial, particularly the importance of tapes in transmitting information, stimulating their work and keeping up their morale. It was reported that students who have a natural preference for obtaining information by listening, feel that tapes are effective as sources of information as well as motivating them and keeping up their morale. However, students who prefer to use written sources of information nevertheless feel that tapes fulfil a valuable role. Another study of students in forty-five different courses has also indicated generally positive feelings towards cassettes on the part of external students (Crew 1979).

These studies have addressed somewhat general issues across a range of courses. Although such work is useful, there are aspects of the use of tapes that one would expect to be highly dependent on the context in which they are used. With this in mind, the study concentrated on only a few courses — one in which tapes served a clear instructional purpose and several in which tapes were provided mainly for enrichment — and looked at certain aspects of tape use in more detail. Although this may make the results less reliable in the strict sense it can make them more useful to those engaged in the design and production of audio material.

This study has suggested a number of other lines of enquiry on the use of audio cassettes in distance learning. A study has started on the costing of distance learning materials, using audio cassettes as an example and focusing on the effect of certain production variables on cost. Another related study has been concerned with the training needs of teaching staff involved in making audio cassettes, and ways of helping them use cassettes as effectively as possible. A further project will be a pamphlet giving advice to students on the use of audio material.

2. METHODOLOGY

Information was sought from students enrolled in the course, Images of Man, at Deakin University, and in three courses at Murdoch University, Science Technology & Society; Australian Education; and Economic Development. More than one course was chosen at Murdoch to enable comparisons to be drawn between tapes intended for different uses: Economic Development used cassettes as the principal basis of instruction whereas the other three used them mainly for enrichment.

The project consisted of three stages, and drew on the experience of staff at both institutions in the use of audio cassettes, and previously reported work. First, discussions were held with staff involved in co-ordinating the courses, to determine the purpose of the cassettes and the use they expected to be made of them. Secondly, interviews were held using a schedule of largely open ended questions. Thirdly a questionnaire was sent to all external students enrolled in the above courses at both universities. Details of the response rate to the questionnaire are given below.

Table 1: Questionnaire responses from external students

	Deakin	Murdoch	Total
Number of external students surveyed	259	133	392
Number of returns	192	97	289
Response rate	74%	73%	74%

Questionnaires were also sent to students enrolled internally in the course Images of Man at Deakin University, to enable comparisons to be made between the use made of the same material by internal and external students. In the absence of any obviously large differences, no detailed comparisons were carried out because of the low response from internal students (Table 2). Factors which may have a bearing on this low response rate from internal students are under consideration.

Table 2: Responses from internal students at Deakin University

Number of internal students surveyed	111
Number of returns	39
Response rate	35%

The purpose of conducting this study in two institutions was to see to what extent the findings were likely to be applicable to other institutions. Deakin and Murdoch Universities both have significant proportions of their students studying externally, but there are differences in the way the two universities teach externally and in their use of audio cassettes. Comparisons between the institutions are included wherever appropriate. As well, comparisons between the perceptions or expectations of staff and students are also included where relevant.

3. RESULTS

3.1 Ways of using cassettes.

Tapes have an enormous advantage over radio broadcasts and live lectures in that they are under the control of the user. This means, for example, that students can interrupt a tape to take notes or to replay a difficult section, and it also means that tapes can be longer than the maximum advisable length of an educational radio programme as students can take a break in their listening. The tapes in this study were approximately forty five minutes long, and from students' answers to questions regarding how often they stopped tapes, it seems that they used the medium to good advantage. Whilst Table 3 shows that most students stop tapes only once or twice or not at all simply to take a break a large majority in each University stop tapes at least several times to replay sections as shown in Table 4.

The frequency with which Murdoch students use this replay facility is greater than in the case of Deakin students.

Table 3: Number of times, on average, that students stopped each tape to take a break

	Deakin	Murdoch
None	40%	32%
Once	30%	27%
Twice	22%	27%
More than twice	8%	14%

Table 4: Number of times, on average that students stopped each tape to replay a section

	Deakin	Murdoch
Not at all	9%	2%
1 — 5 times	71%	41%
6 — 10 times	8%	25%
More than 10 times	12%	32%

From comments made both in interviews and in the questionnaires, it is apparent that many external students listen to tapes more than once; often they listen first while doing something else and then listen again in a more concentrated fashion when they are able to take notes.

For example, more than 70% of the students have listened to tapes while undertaking some routine chore (e.g. ironing or gardening), but a majority of students (77%) usually listened to tapes when they could isolate themselves from material.

A number of students indicated that they normally played each tape a considerable number of times. An extreme example came from a middle aged woman living in an isolated area who said, when interviewed:

> "I usually play tapes ten or fifteen times each — normally when driving to work each day. My concentration lapses so I like to play them often."

However, the very flexibility which allows students to choose when and how they will use tapes means that they can also defer listening to them. At Murdoch there is a return date for the tapes, to prompt their use within a reasonable time, but at Deakin, students do not have to return tapes until the course is completed.

One of the students interviewed, a thirty three year old woman with a family and a job, cheerfully admitted that when she received a batch of tapes she "threw them into a cupboard until a few days before they were due back — then listened to them furiously".

Another issue that emerged in interviewing external students was that of transcription. Although none of the staff preparing the tape in these courses intended that students should do any more than take careful notes, it appears that transcription is relatively common. It seems that students might be inclined to accord the spoken word on tapes more status than deserved, and it may be advisable to consider whether this time consuming process of transcription and the reasons for it, should be examined in greater depth.

3.2 Use of tapes by different groups of students.

A number of students studying externally have had some experience of study in a post-secondary institution. Such experience may have affected, to some extent, the way they use learning materials. Several cross-tabulations were therefore included to see whether tapes were used differently by students who had previously studied as internal students.

Table 5 : Percentage of students who indicated that they 'always' or 'usually' listened to cassettes when they could isolate themselves from interruptions and concentrate solely on the material (Deakin University)

Students with experience of post-secondary study as internal students	72%
Students without experience of post-secondary study as internal students	75%

Table 6 : Percentage of students who took notes from the tapes (Deakin University)

Students with experience of internal study	59%
Students without experience of internal study	60%

(A similar comparison was not carried out with Murdoch University students because of the relatively small numbers of students without any previous experience of internal study.)

Other comparisons yielded similar agreement, suggesting that external students with experience of internal study do not use tapes differently from those without such experience. This is not surprising as it is unlikely that students would have used tapes as internal students. Hence for both experienced and inexperienced students, tapes represent a new learning experience.

To study the differences in tape use between men and women, we examined the responses of students enrolled in the course with the largest enrolment, Images of Man, at Deakin University. Table 7 shows that men and women external students differ substantially in several, but not all, aspects of tape usage.

Table 7: Percentage of men and women (Deakin University) who. . .

	% of men	% of women
a . . . . . 'almost always' or 'usually' listened to cassettes when they could isolate themselves from interruptions and concentrate solely on the material	61	79
b . . . . . 'almost always' or 'usually' listened to cassettes whilst undertaking a routine chore	8	23
c . . . . . agreed or strongly agreed with the statement "The sound of a voice helps to counteract the isolation felt by me as an external student".	48	74

d ..... agreed or strongly agreed with the statement "listening to cassettes keeps me working on the course".	35	38

The substantial differences found in (a), (b), and (c) in Table 7 possibly result from the domestic situation of many women studying externally which provides an opportunity for them to listen to tapes at home while doing jobs requiring little concentration. Similarly, tapes may be welcomed for their role in counteracting any feeling of isolation experienced by women students whose activities are largely home based. By contrast many men studying externally have occupations which bring them into more frequent contact with the wider community. A more detailed discussion of issues confronting women studying externally, is provided by Gough and Coltman (1979).

3.3 Geographical isolation.

Students studying externally may live within easy commuting distance of the campus, whereas others live in the country, interstate and overseas. The sample of students used in the study was broadly representative of external students at both universities. Table 8 shows the geographical distribution of students which seems to reflect the geographical differences between Geelong and Victoria on the one hand, and Perth and Western Australia on the other.

Table 8: Answers to the question "How close to the University do you live?"

	Deakin	Murdoch
Within 30 km	15%	35%
31 – 100 km	34%	17%
101 – 200 km	25%	4%
Over 200 km	26%	44%

Table 9: Percentage of students who 'agree' or 'strongly agree' with the statement:
"The sound of a voice helps to counteract the isolation felt by me as an external student."

	Deakin	Murdoch
Students living within 30 km	70%	51%
Students living more than 100 km away	66%	69%

Tables 9, 10 and 11 suggest that geographical isolation does not consistently influence the way external students perceive audio cassettes or the use they make of them.

Table 10: Percentage of students who 'agree' or 'strongly agree' with the statement:
"Listening to cassettes keeps me working on the course".

	Deakin	Murdoch
Students living within 30 km	35%	31%
Students living more than 100 km away	38%	39%

These results taken together would suggest that the isolation felt by mature age students is a function of their mode of study rather than their geographical location. In this respect the external student who lives near the campus behaves very much like his counterpart who lives a considerable distance away. This does not diminish the usefulness of tapes for the more isolated students. In fact, a number of country students interviewed spoke of the fact that tapes helped them feel more involved in the course. One country student also made the point:

"They're really great. They help to compensate for the lack of people to discuss things with. I would have been on the phone to my tutor a lot more without tapes."

The only result at variance with this relates to the use that students make of audio material to prepare assignments. At Deakin University it was found that geographically isolated students are more likely to use notes they make from an audio cassette in preparing for an assignment, although the same was not found at Murdoch University. (Table 11)

Table 11: Percentage of students who have used audio cassettes in preparation for any assignment they have done

	Deakin	Murdoch
Students living within 30 km	43%	54%
Students living more than 100 km away	61%	46%

Students' behaviour in the use of tapes in assignment preparation will obviously depend very much on the requirements of each particular course, the relevance of the tapes to any particular assignment, and perhaps the ease with which the student can gain access to additional reference material. Some further investigation of the influence exerted by 'distance from the campus' on student behaviour and perceptions appears desirable.

3.4 Involving the family in study.

From general discussions with external students and from the literature on this subject, it is known that the support (or lack of it) from close family and friends can determine whether or not mature students are successful in their studies. An earlier study has suggested that approximately a quarter of mature students at university are not supported in their studies — and in some cases opposed — by those with whom they live (Knights & McDonald 1979).

Tapes offer a way by which a family can gain some appreciation of a student's work and to some extent, be drawn into it. It was therefore interesting to discover how often others listened to tapes.

The responses indicate that the 'other person' of Murdoch students is less likely to listen to the tapes than is the case for Deakin students.

Table 12: Answers to the question: "How often did some other person (e.g. relative or friend) listen to part or all of a tape?"

	Deakin	Murdoch
Almost always	1%	1%
Usually	2%	4%
Sometimes	28%	13%
Rarely	29%	22%
Never	40%	60%

3.5 Different tapes, different uses.

It is to be expected that the ways in which students use tapes will depend on the purpose for which they are designed and the way in which students perceive them. To test this, a comparison was carried out between students' responses concerning courses in which tapes were designed as enrichment material (Science Technology & Society, and Australian Education) and a course in which tapes were used in a strict instructional sense, to convey essential information (Economic Development).

Table 13: Responses of students in different courses (Murdoch)

	Aust. Ed & Sci. Tech. & Soc.	Econ. Dev.
Proportion of students who 'usually' or 'almost always' listened to tapes when they		

could isolate themselves from interruptions and concentrate solely on the material	82%	100%
Proportion of students who normally took notes from cassettes	73%	97%
Proportion of students who feel that tapes play an 'essential' or 'useful' part in the course.	81%	77%

From the lower entry of the table it is apparent that although students use different tapes differently, they nonetheless value all tapes. This is in accord with an earlier finding that even when students do not appreciate tapes as sources of information, they nevertheless appreciate the part they play in motivating them to study and in maintaining their morale (McDonald & Knights 1979). This may account for the fact that students in Economic Development, in which the cassettes play a more important instructional role, are no more likely to feel that the tapes are essential or useful than students in those courses where the tapes are, by design, merely enrichment.

3.6 Improvement of tapes.

In the questionnaire, students were asked for suggestions about ways in which cassettes might be improved. A number of suggestions were made including:

- taking special care when recordings were made by people whose first language is not English
- having speakers identify themselves, and
- providing a clear indication of the start and end of the recording.

The suggestions have already proved useful to those engaged in the production of cassettes at both universities.

3.7 Advice for students using tapes.
In the earlier pilot study (McDonald & Knights 1979) the following suggestions were reported from students:

- take notes to aid concentration (possible after listening to the tape once first without taking notes)
- set aside a regular time and specific place, and try to minimise interruptions;
- if buying a cassette player especially for the purpose, make sure that it has a counter, and note the counter readings at the start of each section of a recording.

In the present study suggestions were made which clearly reflected students' individual study preferences: listen in a quiet place, listen first while doing routine chores, play more than once, listen through once and replay and take notes from what is helpful.

Each student has to arrive at study methods that are appropriate for him or herself, but if students are told of strategies that other students have used successfully, this can often help them develop their own study methods. A pamphlet is being prepared to help students make the most effective use of tapes, and it includes some of the suggestions made by students in this study.

4. CONCLUSION

From the foregoing discussion a number of generalisations can be drawn.

4.1 A high proportion of external students use and value highly audio cassettes supplied as part of their teaching materials.

4.2 Whether or not a tape is regarded as essential instruction or only enrichment by the teaching staff, the majority of students will make similar use of it and ascribe similar importance to it.

4.3 As well as conveying information, tapes are seen as valuable in helping students to feel part of the institution and in helping to keep them studying.

4.4 Whilst there are differences in the use of tapes by women in contrast with men, these probably reflect situational differences rather than intrinsic differences in learning styles.

4.5 More guidance should be given to students to improve their skills in using tapes effectively.

4.6 Students have identified several deficiencies as indicated in 3.6 which make tapes less effective and which should be taken into account by those preparing tapes.

4.7 Training programs to develop the skills of staff in producing audio programmes are recommended.

4.8 The use that external students make of audio cassettes appear to be independent of a particular university and therefore the findings of this study may be assumed to have general validity.

Work is in progress on a number of further issues and will be reported at a later date.

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Appendices

A.1 Questionnaire sent to Murdoch University external students. (A similar questionnaire was sent to Deakin University students.)

A.2 Letters accompanying questionnaire.

A.3 Follow-up letter (Deakin University).

ESTR

Educational Services
and
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Unit
Murdoch University

USE OF AUDIO CASSETTES

Please complete this questionnaire and return it in the enclosed reply-paid envelope by 28 September 1980.

1 What programme are you enrolled in? _____

Which one of the following courses are you studying?

A203	Science Technology & Society	☐ 1
E222	Australian Education	☐ 2
S263	Economic Development	☐ 3

(This questionnaire refers to whichever one of these courses you have ticked).

Age:

Under 25	☐ 1
25 – 34	☐ 2
35 – 44	☐ 3
45+	☐ 4

Sex:

Male	☐ 1
Female	☐ 2

Have you studied as an *internal* (on-campus) student at any educational institution since leaving school?

Yes ☐ 1 No ☐ 2

How close to the University do you live?

with 30 km	☐ 1
30 – 100 km	☐ 2
100 – 200 km	☐ 3
over 200 km	☐ 4

2 Have you *usually* listened to the cassettes for this course

	almost always	usually	some-times	rarely	never
. . when you could isolate yourself from interruptions and concentrate solely on the material?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . whilst undertaking a routine chore (e.g. ironing, gardening etc)?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . in the car?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . other (please specify)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

	almost always	usually	some-times	rarely	never
3 How often did some other person (e.g. a relative or friend) listen to part or all of a tape?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

4 How often, on average, have you stopped each tape to take a break (e.g. make a cup of coffee, stretch your legs, etc)? ☐ times

How often, on average, have you stopped each tape to replay a bit that you wanted to hear again (e.g. to take better notes, or obtain a better understanding of what is being said, etc)? ☐ times

5 Did you normally take notes from the cassettes for this course? Yes ☐ 1 No ☐ 2

If 'yes' approximately how many pages of notes did you take, on average, for each lecture? ☐ pages

Approximately how many *lines* of notes do you take per page? (please refer to a typical page in your notes) ☐ lines per page

6 Have you as yet done any work towards an assignment in this course?

Yes ☐ 1
No ☐ 2

Have you used any of the notes you took from taped lectures in preparation for any assignment?

Yes ☐ 1
No ☐ 2

If so, which ones? _____

Have you replayed any of the tapes in preparation for any assignment?

Yes ☐ 1
No ☐ 2

If so, which ones? _____

7 Have you replayed any of the tapes for any other reason?

Yes ☐ 1
No ☐ 2

If so, what was the reason? _____

_____

8 Is your use of cassettes ever made difficult by

	Almost always	Usually	Some-times	Rarely	Never
. . delays in receiving cassettes?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . gaps in duplicated material?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . poor sound?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . delayed replacement of faulty tapes?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . lack of clarity in pronoun-ciation or unfamiliar names or words?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
. . other difficulties? (please specify)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

9 Below are some general statements about the use of tapes in external courses. Please indicate how you feel about each statement.

"The sound of a voice helps to counteract the isolation felt by me as an external student."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

"It is easier to use written material for reference than it is to use taped material."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

"It is more stimulating to read a lecture than to listen to it."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

'It is harder to find time to listen to a tape than it is to find time to read written materials."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

The last three statements relate specifically to the course you have ticked on the first page.

"Tapes in this course have been more useful *in providing me with information* than written material would have been."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

"Tapes in this course have been more useful in *explaining things* than written material would have been."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

"Listening to tapes keeps me working on the course."

Strongly agree	☐	1
agree	☐	2
neutral	☐	3
disagree	☐	4
strongly disagree	☐	5

10 Which of the following describes the part tapes play in this course:

Essential	☐	1
useful	☐	2
of some limited use	☐	3
not much use	☐	4
useless	☐	5

11 Do you have any advice for an external student using taped material for the first time?

MURDOCH UNIVERSITY

Murdoch, Western Australia, 6153. Telephone: 332 2211, Telex: AA 92711

Educational Services and Teaching Resources Unit.

19 September 1979

USE OF AUDIO CASSETTES BY EXTERNAL STUDENTS

Dear Student,

You may have seen a recent report on audio tapes, which was sent to all external students in early July. Further study on this subject has now been funded by the Australian Government's Educational Research & Development Committee, and we hope that the additional information which we are seeking will help us to better serve the needs of students such as yourself who are studying at a distance.

Will you assist us by completing the questionnaire which accompanies this letter? This invitation is being extended to all external students enrolled in the courses:

A203 Science Technology & Society
E222 Australian Education
S263 Economic Development.

To ensure that we obtain reliable information it is vital that everybody reply. The questionnaire has been especially constructed so that it should not take you more than about ten minutes, and we will need to have your reply by 28 September.

The questionnaire is confidential. We have numbered the reply-paid envelopes to enable us to tick off completed questionnaires as they are returned. Results will be summarised only for groups, and information released will on no account identify any individual.

If you have any questions, difficulties, comments etc., please do not hesitate to contact Anne Francis on (09) 332 2142.

Thank you in anticipation for your help.

Signed: Rod McDonald
Director of ESTR

Signed: Patrick Guiton
Director of External Studies

DEAKIN UNIVERSITY

CENTRE FOR EDUCATIONAL SERVICES

Dear Student,

The Centre for Educational Services at Deakin University is studying the use made of audio-cassette programs by *off campus* students in their studies. This project, which is supported by the Australian Educational Research and Development Committee, is intended to provide information to enable us to better serve the needs of students such as yourself. What you tell us about the cassettes and your use of them can assist us to make better programs for you.

Will you assist us by completing the questionnaire which accompanies this letter? This invitation is being extended to off campus students enrolled in Images of Man HUX 100, and to ensure that we obtain reliable information it is vital that everybody reply. It has been especially constructed so that it should not take you more than ten or fifteen minutes and we will need to have your reply by October 17th.

The questionnaire is confidential. We have numbered the envelopes to enable us to tick off completed questionnaires as they are returned. Results will be summarised only for groups, and information released will on no ccount identify any individual.

If you have any questions or difficulties please do not hesitate to contact Peter Monday (052 - 471156).

Thank you in anticipation for your help.

Yours sincerely,

J.E. Gough
Dean
Centre for Educational Services

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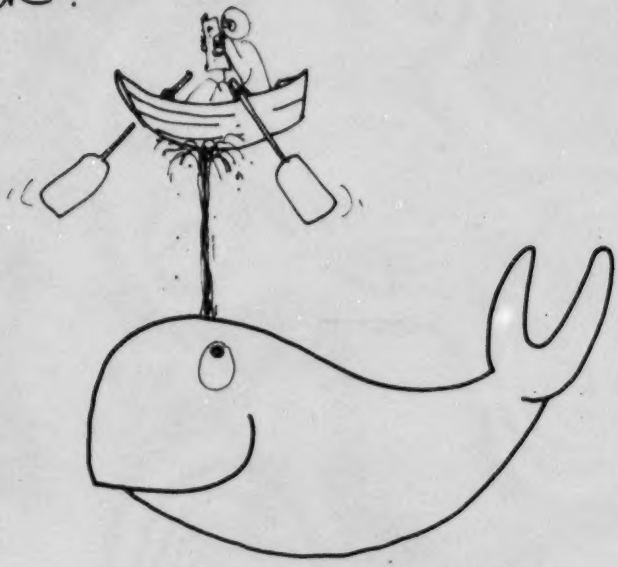
Hi there!



You may not be having a whale of a time with our questionnaire, but I'm up the proverbial creek without a paddle until you fill it in and send it back.

Be a sport and do it today!

Regards,

Gerri Gough

P.S. In case you've mislaid the questionnaire, another copy is enclosed.